

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Comprehensive programme of extra-curricular sporting & creative activities (until Covid-19 school closure 2020) • Continuation of range of 'alternative' sports into our extra-curricular menu • Increased participation in activity at breaktime & lunchtime • Interview & training programme for Y2 leadership roles • Training and employment of a PE & school sports apprentice (left a few years ago) • Embedded programme of intra-school competition • Sports Festival • Wider roll out of daily 'welly walk' throughout the school • High profile regarding physical well-being, including participation in School Fitness Week, weekly 'Workout Wednesday' assemblies, competition with other Infant schools, 5-a-day activity breaks • External support to become more active in outdoor classroom and lunchtimes • Professional development for teachers alongside expert coach • Baseline physical fitness assessments, followed by targeted intervention • Physical literacy programme embedded in school • Skipping workshops for Reception • Training MDS staff • Training of dedicated activity MDS staff member 	<p>As a result of the 'Success Wheel – PE Sport Premium Audit':</p> <ul style="list-style-type: none"> • Continue to maintain collection of measurable impact evidence • Continue to increase access to extra-curricular sporting & well-being activities • Continuation increase the participation in competitive sport (in an age appropriate way) • Broaden access to a range of sports • Increase confidence, knowledge & skills of teaching staff in PE teaching, including EYFS levels of activity in outdoor classroom <p>NOTE: <u>Schools closed 20th March 2020 due to Covid-19</u></p> <p>Unspent funding will be ring-fenced for use in 2020-21. Focus on equipment for 'bubble' use & virtual training / competition & Personal Challenge promoted at lunch & via TEAMS home learning etc</p>

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2019/20		Total fund allocated: £17800	Date Updated: June 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- Promote the breakfast club to encourage more pupils to attend school earlier and get involved in activities (aim for full occupancy at clubs)</p> <p>Encourage children to ride balance bikes and bikes</p> <p>Daily welly walk firmly embedded in school day for all school.</p> <p>Hoop activities to be added to range of activities for ks1 children</p> <p>-Skipping workshop for reception children</p> <p>-Year 1 and 2 continue with skipping rota</p> <p>-Playground leaders appointed to support play in all years.</p>	<p>- Survey parents to identify barriers to accessing this provision.</p> <p>- Additional member of staff prepare a simple breakfast and supervise.</p> <p>Bike training for children who cannot ride balance bikes / cycles in Reception</p> <p>Purchase helmets</p> <p>Year 1 and 2 to do well walk during lunch time activities.</p> <p>-Embed 'skipping practise' rota to continue to develop skipping skills.</p> <p>Hoop workshops for all ks1 children.</p> <p>Hoop activities added to lunchtime activities</p> <p>- Ensure a range of equipment is available for use at breaktimes and support play</p> <p>- Skipping Workshop</p> <p>- Employ Activities MDS</p> <p>-Training for new Year</p> <p>- Playground Leaders appointed and training given</p>	<p>£240</p> <p>£450 (hoop WS)</p> <p>£360 (hoops)</p> <p>£160 (skip WS)</p>	<p>-2018/19 excellent take up of before/after school clubs</p> <p>-First term 2019/20 numbers have decreased (see next steps) Increase in Spring 2020</p> <p>-Questionnaire to be sent out to Reception pupils to find out who will benefit from bike training.</p> <p>All 45 children can now ride balance bikes/ cycles with stabilisers.</p> <p>-Daily welly walk has been introduced to all years.</p> <p>-Welly racks have been purchased for easy storage and accessibility. This ensures that walk can take place throughout the year.</p> <p>All children in ks1 taking part in hoop activities working towards certificates</p> <p>-Children work towards skipping certificates</p> <p>-Children more engaged at playtimes</p>	<p>-Aim to increase numbers at breakfast and after school clubs. Questionnaire to be sent to parents asking for suggestions for clubs /new sports.</p> <p>Balance bikes/ cycles/helmets obtained to continue and reinforce bike training</p> <p>-Daily welly walk firmly embedded in school day</p> <p>-Increase walk to mile and encourage jogging</p> <p>Children continue to challenge themselves to work towards skipping / hoop activities certificates.</p>

<ul style="list-style-type: none"> -MDS training in play activities for lunchtime -Lunchtime play leader to continue to supervise and monitor quality of play at lunchtime - Baseline pupils so that impact can be measured over time (baseline at beginning of year and at end to identify improvements) via Premier Sports BLM taken twice during year to assess children's fitness. 	<p>Lunchtime activities programme set up for all children</p> <ul style="list-style-type: none"> -All children to take part in 3 minute run to assess fitness <p>Rory Leggett to train playground leaders.</p> <p>Rory to train MDS</p> <p>Rory to work with play leader to extend activity at lunch time.</p>	<p>£666 (fitness)</p> <p>£1900 (staff)</p> <p>£200</p> <p>£600</p>	<p>and lunchtimes. Children and MDS interviewed about lunchtime activities</p> <ul style="list-style-type: none"> -MDS questionnaire about lunchtime provision is very positive (see quotes) -All children more engaged at lunchtime -More exciting play opportunities available at lunchtime -All pupils baselined at beginning /end of year. Twenty YEAR 1 AND Twenty YEAR 2 children targeted because they didn't achieve the base line measure. These children now take part in fitness sessions every Friday. 	<ul style="list-style-type: none"> -Children tested on their fitness and groups will be reassessed next term. Early indications from Premier sports indicate that Year 1 children have a higher level of fitness than year 2. This could be owing to impact of welly walk in Reception.
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. - Role models - local sporting personalities so pupils can identify with success and aspire to be a local sporting hero. 	<ul style="list-style-type: none"> - Achievements celebrated in assembly (sporting/activity successes in OSHL + notable achievements in lessons etc.). Premier sports to arrange for demonstration of specific sport – due summer term (to be deferred to next year) 	<p>£150</p>	<ul style="list-style-type: none"> -All pupils achievements celebrated throughout the year -Children are proud to be involved in assemblies which has a great impact on confidence and self -esteem and encourages others to participate in sports and clubs. -Discussions with Rory Leggett about possible sporting personalities to come into school 	<ul style="list-style-type: none"> -PE noticeboard to display achievements and celebrate successes

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				55%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. All staff will undertake the 1:1 skill and knowledge development through coaching in PE lessons.</p> <p>-In order to improve physical literacy of targeted pupils the focus is on up-skilling staff to provide the intervention.</p>	<p>- Identify staff training needs. - Plan programme of specific teacher development through NWSSP -Questionnaire given and completed by all staff to identify areas for training.</p> <p>-NWSSP will screen pupils and a selection process will take place. -Baselines will be established and specific programmes drawn up. -Staff will be trained to support the intervention. -Exit data will be collected to show impact on outcomes</p>	<p>£650 (YR Outdoor education support)</p> <p>£1000</p> <p>£1500 (PL training)</p> <p>£3000 (staff)</p>	<p>-All staff have had 6 weeks team teaching sessions with coach. -Questionnaire completed after training and observations show that all staff have more confidence, knowledge and skills after training.</p> <p>-Member of staff has been appointed for physical Literacy group. -Daily sessions with all targeted children. -KH/LA have reported positive outcomes. Strength is improving and exercises are becoming easier. Most of the children are more focused and are following instructions.</p>	<p>-Regular observations and feedback from teachers</p> <p>-Children to be re assessed after Christmas. Complete. Recommence on return to school. New baselining October 2020 -Exit data will be reviewed to measure impact (unable to complete due to COVID)</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>- Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p> <p>-All children to become more active by learning to skip , hoop skills etc</p>	<p>-Audit current curriculum provision and ensure alternative sports features throughout the school curriculum.</p> <p>- Arrange a pupil survey to ascertain what pupils would like.</p> <p>Questionnaire given to all classes to ask children for suggestions for clubs.</p> <p>-Workshop to teach skipping/hoop skills</p>		<p>-Alternative sports offered during sports festival e.g. golf, archery. Lunch time clubs to offer a wide and alternative range of sports.</p> <p>-Before and after school clubs offer a wide range of sports e.g. gymnastics ,dodge ball, fundamentals e.g. ball skills ,dance, musical theatre, rugby</p> <p>-All children to work towards a skipping/hoop certificate</p>	<p>Continue to offer a wide range of before /after clubs</p> <p>-All children to be able to skip ,use hoops</p> <p>-</p>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.</p> <p>- To take part in intra sports competitions</p> <ul style="list-style-type: none"> Sports Day Sports festival 	<p>-Arrange matches with other local schools</p> <p>-intra sports competitions</p> <p>-Sports day competition in 4 teams</p> <p>-Alternative sports completed in 4 teams.</p>	<p>£150 bus to Higham Lane for competition</p> <p>£700</p>	<p>Archery / Football competition-All children participated in intra competitions.</p> <p>-All children took part supported by parents.</p> <p>All children have opportunity to experience a variety of alternative sports.</p>	<p>-Matches arranged in different sports with local schools.</p> <p>-Intra sports completed. Winning team will have certificates and trophy.</p> <p>-Winning team presented with certificates and trophy.</p> <p>-Different sports introduced.</p>

Appendix 1: Pupil Engagement

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

Reception Welly Walk

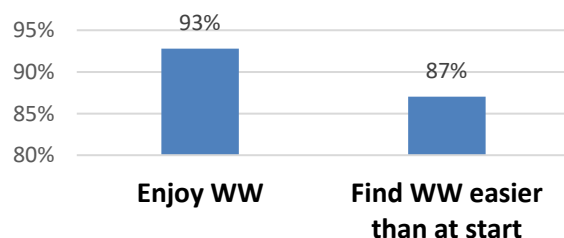


- ✓ 85% of EYFS & KS1 pupils say they are more active at lunch/play time
 - ✓ 67% of pupils per class regularly walk at least some of the way to school
 - ✓ 57% of pupils felt that Playground Leaders helped them to be more active at play/lunchtime
 - ✓ 60% of EYFS & KS1 pupils could not skip before the skipping workshops
- Data from 2019 survey

"I can see a real difference in the way she can walk when we go out She is so much fitter." (Class 1 Parent)

"He goes to football and he doesn't get so out of breath." (Class 1 Parent)

Pupil Feedback - Daily 'Welly Walk'



"The children love it! The behaviour is so much better at lunchtime!"
Mrs Harvey (MDS)

"The children enjoy it and are much more active! It is a great time to talk to each other as we are walking."
Mrs Turner (MDS)

Skipping at lunchtime



After school gymnastics



Year 1 and 2 Welly Walk



Friday fitness club



Appendix 2: PE and Sport Profile

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

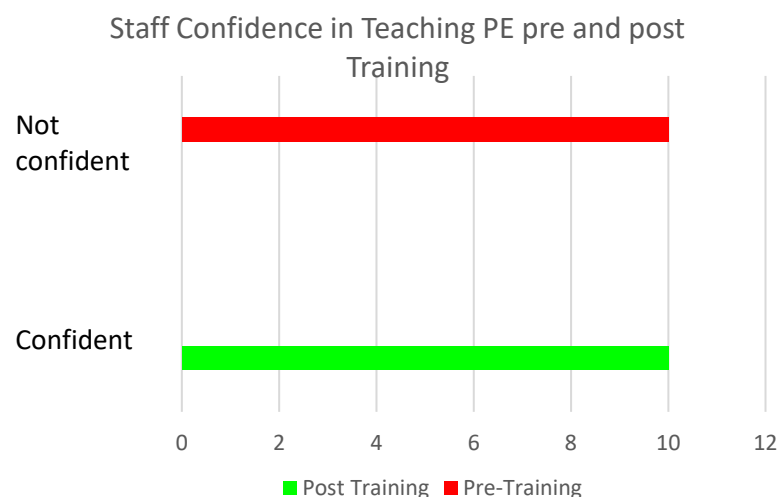
- ✓ Weekly celebration assemblies to share success and achievement
- ✓ Awards presented for specific activities e.g. Archery and Skipping
- ✓ Success of individual pupils outside of school e.g. personal gymnastic/swimming awards shared to promoted physical activity and a healthy lifestyle

“Sophia can’t wait to show her dance certificates in celebration assembly!” Reception Parent



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Staff Training



- ✓ Staff reported greatly increased confidence pre and post individual training course delivered by Rory Leggett (NW Active)
- ✓ Staff trained on 'Physical Literacy' – staff identified children requiring support and bespoke support provided daily.
- ✓ Early results appear encouraging



Baseline Measurement - BLM

June 2019

All pupils completed baseline fitness test

Re-testing per term

Track and evaluate progress (school closure March 2020 re COVID-19)_

September 2019

Intervention group identified for weekly fitness session

[Appendix 4: Broader activities](#)

[experience of a range of sports and](#)



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils



Skipping workshops for Reception year.
All years to have a skipping rota for playtimes/lunchtimes.

Jan 2020



Sports Festival - A range of alternative sports including Golf, Archery and Ball skills

June 2019



Girls Football taster session



Balance Bike Training



Lacrosse lunch time clubs

Key indicator 5: Increased participation in competitive sport



Archery Competition: Whitestone Infant School vs Chilvers Coton Community School
Home (May 2018) & Away (June 2018)

Inter Infant Schools Competition hosted by Higham Lane Autumn 2019